

KIRKBURTON MIDDLE SCHOOL

**SOCIAL INCLUSION
POLICY**

KIRKBURTON MIDDLE SCHOOL

SOCIAL INCLUSION POLICY

C O N T E N T S

	Page
Definition of Social Inclusion	3
Purpose of the Policy	3
Action to be taken	3
Establishing good habits	4
Rewarding Achievement	4
Supporting Behaviour Management	4
Working with Parents	4
Involving Pupils	4
Commitment to Equal Opportunities	5
Identifying causes	5
Study Support	5
Exploring inclusion in Assemblies and PSHCE lessons	5
Roles and Responsibilities	
• Governors	6
• Headteacher	6
• Social Inclusion Pupil Support Co-ordinator	7
• Members of staff	7

KIRKBURTON MIDDLE SCHOOL

SOCIAL INCLUSION POLICY

Definition of Social Inclusion

Social Inclusion is about increasing the participation of pupils in, and reducing their exclusions from, the cultures, curricular and community of the school. It is about equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. Ultimately inclusion is about improving educational attainment through inclusive practice.

Purpose of the Policy

This policy is designed to meet the needs of a diversity of pupils. That diversity includes pupils with special educational needs as well as those pupils with social and behavioural difficulties and disadvantages.

Pupils most at risk may include:

- Children in the care of local authorities
- Minority ethnic children
- Travellers
- Young carers
- Those from families under stress
- Pregnant schoolgirls and teenage mothers.

These pupils may have different needs and require different strategies to help keep them in the education system and benefit from it.

Action to be taken

We need to ensure that our school is a socially inclusive one. A school that is actively seeking to develop inclusive values and ways of working, which enable us to meet the needs of this diversity of pupils. We will therefore continue to build upon a wide range of good practice principles.

Establishing good habits

Pupils will be encouraged to develop regular punctual attendance. Pupil punctuality and attendance will be monitored weekly and parents will be requested to notify school of absence using a morning referral system. In cases of prolonged or unexplained absence intervention by the SIPS coordinator and the school's ESW will be taken, giving support to both pupils and parents. Certificates will be used to reward good or improving attendance

Rewarding achievement

As a school we recognise the importance of rewarding the achievements of individual pupils, class, and year groups. Good standards of behaviour and attendance, effort and attainment will be encouraged using house points, certificates, standard merits, prizes and praise. House points, certificates and prizes will be awarded throughout the year and Standard merits termly, assemblies will also be used to reinforce and praise good behaviour.

Supporting behaviour management

Both staff and pupils will regularly review the school's Behaviour Policy. Staff will endeavour to ensure that the policy is consistently applied and that high standards of behaviour and discipline are maintained using agreed whole school strategies and positive reinforcement and reward systems.

Working with Parents

The school aims to foster good relationships with parents. We are committed to parental involvement and will encourage parents to support positive attitudes to learning, good attendance and behaviour through the home-school agreement, parent meetings and evenings and newsletters.

Involving pupils

We consider it important to develop ways of working with pupils that involve them in the decision and consultation process, as this helps them believe that their views are valued. We will encourage pupils to reinforce school behaviour policies by active involvement in anti-bullying policies, contributing ideas through the School Council House Captains and working with the Befrienders.

Commitment to equal opportunities

We will seek to offer all children a caring, secure and calm environment, which is sensitive to individual need, and one, which enables them to develop self-confidence, maturity, knowledge and skills. Staff will aim to increase the learning and participation of pupils by identifying and minimising barriers to their learning. Special educational needs children will have individual learning plans and differentiated work will be provided throughout the curriculum.

Identifying causes

The school will aim to have an approach to social inclusion that is proactive rather than reactive. All policies and procedures will be socially inclusive and their impact on different groups, race, gender, and special educational needs will be discussed and reviewed regularly by staff. The progress and development of pupils and specific groups of pupils will be monitored and analysed throughout the school. Data will be gathered from, individual subjects (effort and attainment) pastoral records, and information gained from pupils, parents and staff. Concerns regarding low levels of achievement, poor behaviour or problems with attendance will be identified quickly and addressed appropriately.

Study Support

All Staff will endeavour to reinforce school work whenever possible, Study rooms, ICT facilities, a Homework Club for special needs children, and the school library will be available at lunchtime,

Exploring inclusion in Assemblies and PSHCE lessons

Whole school assemblies and PSHCE lessons will explore inclusion issues such as impairment and disability, bullying and name calling, team work, and co-operation, celebrating individuality, empathy and pity, the meaning of community, nationally and internationally, and giving aid to others in need.

Roles and Responsibilities

Governors will:

- Ensure that the policy is in place, implemented and regularly reviewed.
- Ensure all other school policies are socially inclusive and monitor their implementation and effectiveness through Head teacher's reports to Governors.
- Monitor pupil's attendance through Head teachers reports to Governors.
- Set up a Discipline Committee to review the use of exclusions within the school consisting of three to five Governors.
- Appoint a clerk to the Discipline Committee to provide advice on the exclusions process and handle the administrative arrangements for considering exclusions.

The Head teacher will:

- Ensure that the school produces and regularly reviews a policy approved by the Governors.
- Ensure that the policy has practical guidelines relating to action needed to ensure that our school is a socially inclusive one.
- Ensure that appropriate reference is made to Social Inclusion within the recruitment, appointment and induction process of staff into the school.
- Encourage a consistent application of whole-school expectations, policies and practices, to develop understanding of what a socially inclusive school means.
- Ensure the school has effective systems for collecting and analysing data about attendance, general behaviour patterns and attainment.
- Appoint a SIPS Co-ordinator to liase with the Education Social Worker allocated to the school.
- With the assistance of the SIPS co-ordinator provide reports on attendance for the Governing Body or other agencies.
- With the assistance of the SIPS Coordinator help to construct and monitor IEP's and PSP's.
- Inform parents immediately about exclusion, ideally by telephone followed by a letter (within one school day) explaining the reasons for the exclusion, the steps taken to avoid the exclusion, and arrangements for the child to continue with their education.
- Inform the Governing Body's Discipline Committee and the LEA immediately of all permanent exclusions and all exclusions which result separately or in total, in the pupil missing more than five school days in any one term.
- Report short fixed period exclusions of one to five school days to the LEA termly.

The Social Inclusion Pupil Support Co-ordinator will:

- Maintain a file of SIPS related information and disseminate to colleagues as appropriate.
- Maintain an awareness of SIPS related issues through personal INSET and CPD.
- Support colleagues by providing advice on SIPS related issues.
- Coordinate the collection and analysis of attendance data.
- Assist the Head teacher in providing reports on attendance for Governors and other agencies:
- Ensure efficient contact between the Heads of Year and the ESW allocated to the school:
- Work with Head teacher and colleagues on the construction and implementation of inclusive whole school policies.
- Work to reduce disaffection or persistent poor behaviour by working together with the Head teacher, Heads of Year and the SENCo to support colleagues and "at risk" pupils by identification and early intervention, counselling, helping to construct and monitor IEP's and PSP's.

Members of Staff will:

- Support and implement all whole school policies and procedures relating to Social Inclusion.
- Monitor the personal and social development of pupils, identifying concerns regarding low levels of achievement, poor behaviour and attendance.
- Work with the Head teacher, SIPS Coordinator and other colleagues in providing support for pupils who have been identified as disaffected or "at risk".
- Aim to increase the learning and participation of all pupils by:
 - identifying and minimising barriers to learning
 - providing differentiated materials across the curriculum
 - writing and implementing Individual Education and Subject Plans.

CJ (March 2006).